

## H B RHAME ELEMENTARY

1300 Arrowwood Rd.  
Columbia, South Carolina 29210

**GRADES** K-5 Elementary School

**ENROLLMENT** 398 Students

**PRINCIPAL** Mikell G. Owens 803-731-8900

**SUPERINTENDENT** Dr. Ronald L. Epps 803-231-7500

**BOARD CHAIR** Vince Ford 803-231-7556

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

#### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	39	56	3	0

#### IMPROVEMENT RATING:

#### UNSATISFACTORY

#### ADEQUATE YEARLY PROGRESS:

#### YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

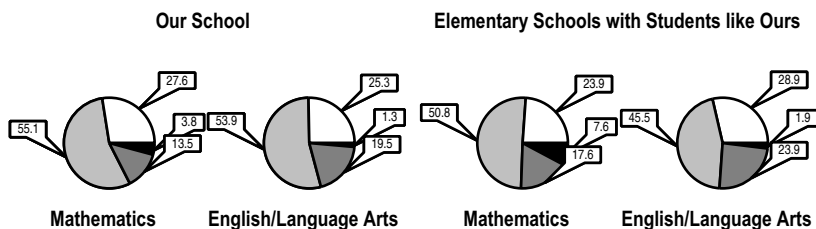
**FOR MORE INFORMATION, VISIT WEBSITES AT:**




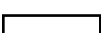
[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)

[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Average	Average	N/A
2002	Good	Unsatisfactory	N/A
2003	Average	Unsatisfactory	Yes
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	28	50	39
Percent satisfied with learning environment	89.3%	68.0%	68.4%
Percent satisfied with social and physical environment	85.7%	66.0%	69.2%
Percent satisfied with home-school relations	48.1%	84.0%	82.1%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	182	98.9	25.3	53.9	19.5	1.3	20.8	17.6
Gender								
Male	93	97.8	31.2	50.6	18.2	N/A	18.2	17.6
Female	89	100.0	19.5	57.1	20.8	2.6	23.4	17.6
Racial/Ethnic Group								
White	13	92.3	N/A	N/A	N/A	N/A	N/A	17.6
African-American	168	99.4	27.1	52.8	18.8	1.4	20.1	17.6
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	171	98.8	24.5	53.7	20.4	1.4	21.8	17.6
Disabled	11	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	182	98.9	25.7	53.3	19.7	1.3	21.1	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	182	98.9	25.7	53.3	19.7	1.3	21.1	17.6
Socio-Economic Status								
Subsidized meals	127	100.0	30.1	54.4	13.6	1.9	15.5	17.6
Full-pay meals	55	96.4	15.7	52.9	31.4	N/A	31.4	17.6

Mathematics								
All students	182	100.0	27.6	55.1	13.5	3.8	17.3	15.5
Gender								
Male	93	100.0	32.9	51.9	12.7	2.5	15.2	15.5
Female	89	100.0	22.1	58.4	14.3	5.2	19.5	15.5
Racial/Ethnic Group								
White	13	100.0	N/A	50.0	30.0	20.0	50.0	15.5
African-American	168	100.0	29.7	55.2	12.4	2.8	15.2	15.5
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	171	100.0	25.5	56.4	14.1	4.0	18.1	15.5
Disabled	11	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	182	100.0	27.3	55.2	13.6	3.9	17.5	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	182	100.0	27.3	55.2	13.6	3.9	17.5	15.5
Socio-Economic Status								
Subsidized meals	127	100.0	35.9	48.5	12.6	2.9	15.5	15.5
Full-pay meals	55	100.0	11.3	67.9	15.1	5.7	20.8	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	58	N/A	13.8	46.6	37.9	1.7	39.7
	Grade 4	58	N/A	5.2	65.5	29.3	N/A	29.3
	Grade 5	71	N/A	22.5	57.7	19.7	N/A	19.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	63	100.0	22.2	46.3	29.6	1.9	31.5
	Grade 4	64	100.0	32.1	49.1	17.0	1.9	18.9
	Grade 5	55	96.4	21.3	68.1	10.6	N/A	10.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2002	Grade 3	58	N/A	20.7	51.7	17.2	10.3	27.6
	Grade 4	58	N/A	32.8	43.1	15.5	8.6	24.1
	Grade 5	71	N/A	36.6	39.4	21.1	2.8	23.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	63	100.0	42.6	38.9	14.8	3.7	18.5
	Grade 4	64	100.0	24.5	58.5	13.2	3.8	17.0
	Grade 5	55	100.0	14.3	69.4	12.2	4.1	16.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 398)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	2.2%	Down from 4.2%	2.6%	2.4%
Attendance rate	95.5%	Down from 96.7%	95.5%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	13.2%	Down from 14.2%	11.4%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	1.5%	Down from 2.0%	8.6%	8.0%
Older than usual for grade	0.8%	Up from 0.3%	1.3%	1.1%
Suspended or expelled	1.0%	Down from 2.3%	0.0%	0.0%

Teachers (n= 28)				
Teachers with advanced degrees	57.1%	Down from 58.1%	46.4%	50.0%
Continuing contract teachers	89.3%	Down from 90.3%	85.3%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	87.8%	Up from 85.1%	86.2%	86.2%
Teacher attendance rate	96.8%	Up from 96.6%	95.3%	95.3%
Average teacher salary	\$41,794	Down 0.6%	\$39,347	\$39,909
Prof. development days/teacher	15.1 days	Up from 5.9 days	12.4 days	11.4 days

School				
Principal's years at school	7.0	Up from 5.0	4.0	4.0
Student-teacher ratio	18.5 to 1	Up from 17.1 to 1	18.6 to 1	18.9 to 1
Prime instructional time	91.5%	Down from 92.6%	89.5%	89.7%
Dollars spent per pupil*	\$6,211	Up 3.3%	\$5,888	\$5,892
Percent spent on teacher salaries*	74.5%	Up from 73.8%	66.1%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Down from 100.0%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

H. B. Rhame, Jr. Elementary School made significant progress during the 2002-2003 school year.

One teacher continues to be an Education Leadership Partner for the SC Aquarium and conducts workshops statewide. Several teachers have entered post-graduate degree programs, and two are pursuing National Board Certification. One hundred percent of the faculty have met the District Technology Standards of satisfactory or above. In addition, all students participated in a school-wide Science Fair.

Test results indicated a need to focus additional efforts to improve language arts and math skills. We have additional math practice classes for fourth and fifth grades, an eight-week, math after-school Skill Development Program, and a computer program to reinforce skills taught in both language arts and math.

Class size was reduced in kindergarten, first and second grades and we continued a Behavioral Intervention Program for students who need help in improving social skills.

We continued Breakthrough to Literacy in kindergarten and first grade to develop the skills and knowledge our young learners need to become competent readers. The Accelerated Reader Program was used in grades 1-5.

Maintaining a competent certified staff will continue to move larger percentages of students to scores of basic or above on PACT.

Community involvement is a great asset to our school. In addition to our strong volunteer program, we have two Lunch Buddy programs and 40 mentors. Kid's Caf and an after-school support program were sponsored by a community church. The PTO raised \$8,000 that provided additional instructional support to our school.

The most challenging issue facing our school is the high mobility rate of our students and their lack of social development skills. Limited parental reinforcement of skills at home prevents sustained progress in student achievement. Parent participation in some school activities is becoming increasingly lessened and requires greater incentives.

Mikell G. Owens, Principal, H. B. Rhame, Jr. Elementary School

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.